

PD 360 Content



Accountability for Greater Student Learning (72 min)

Douglas B. Reeves

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| 1) Introduction to Accountability (6:44) | 7) Select System-Wide Indicators (5:16) |
| 2) Organize a Task Force (3:33) | 8) Determine School Indicators (6:56) |
| 3) Establish Principles (17:10) | 9) Create Reports (1:53) |
| 4) Research Existing Systems (1:59) | 10) Involve Central Office (5:19) |
| 5) Design the System (5:01) | 11) Use Data-Driven Decisions (14:53) |
| 6) Review (3:43) | |

Achievement for Students with Special Needs - Elementary (101 min)

Suzanne Robinson, Beverly Colombo, and Toby Karten

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|---|--|
| 1) Introduction (10:53) | 8) A Teacher's Tool Box-Content Enhancement Routines (4:56) |
| 2) Subject Matters - CLC Level I (9:29) | 9) Tools for Students-Learning Strategies (7:46) |
| 3) Strategies - CLC Level 2 (5:22) | 10) Classroom Practices That Work (8:34) |
| 4) Strategies - CLC Level 3 (8:09) | 11) The Value of Grouping and Working in Teams (6:51) |
| 5) Skills - CLC Level 4 (4:25) | 12) Co-Teaching: A Powerful Practice for All Students (9:09) |
| 6) Language - CLC Level 5 (6:53) | 13) Valuable and Applicable Things to Do Every Day (10:14) |
| 7) Benefits and Rewards (8:35) | |

Achievement for Students with Special Needs - Secondary (125 min)

Suzanne Robinson, Beverly Colombo, and Toby Karten

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|--|--|
| 1) Introduction (11:10) | 8) A Teacher's Tool Box--Content Enhancement Routines (6:39) |
| 2) Subject Matters - CLC Level I (16:59) | 9) Tools for Students--Learning Strategies (7:14) |
| 3) Strategies - CLC Level 2 (8:45) | 10) Classroom Practices That Work (17:20) |
| 4) Strategies - CLC Level 3 (7:46) | 11) The Value of Grouping and Working in Teams (9:02) |
| 5) Skills - CLC Level 4 (8:18) | 12) Co-Teaching: A Powerful Practice for All Students (6:56) |
| 6) Language - CLC Level 5 (6:46) | 13) Valuable and Applicable Things to Do Every Day (7:38) |
| 7) Benefits and Rewards (10:07) | |

Action Research (79 min)

Cathy Caro-Bruce

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|---|--|
| 1) Introduction to Understanding Action Research (7:58) | 6) The Facilitator/Examples of Action Research Groups (6:27) |
| 2) The "Why" of Action Research (7:23) | 7) Introduction to Developing the Question (10:54) |
| 3) The "What" of Action Research (6:16) | 8) Plan of Action, Data Collection (16:27) |
| 4) The "Who" of Action Research (4:04) | 9) Data Analysis, Plan for Future Action (11:13) |
| 5) Working in the Action Research Group (8:24) | |

All Means All: What Is It About Me You Can't Teach - Elementary (82 min)

Eleanor Renee Rodriguez

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|---|--|
| 1) Introduction to 5 E's of Quality Education (5:52) | 6) 3rd E, Expectations (11:02) |
| 2) 1st E-Exposure (2:27) | 7) 4th E-Enduring Understandings-Reflection (6:53) |
| 3) 2nd E-Experience (11:35) | 8) 4th E-Enduring Understandings-Performance Assessment (7:15) |
| 4) Experience Helps Students Make Connections (4:56) | 9) 5th E-Enthusiasm (3:53) |
| 5) Provide Experience Through Mediated Learning (19:27) | 10) Asset-Based Education (8:51) |

All Means All: What Is It About Me You Can't Teach - Secondary (64 min)

Eleanor Renee Rodriguez

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|--|--|
| 1) Introduction to 5 E's of Quality Education (5:58) | 6) 3rd E-Expectations (7:24) |
| 2) 1st E, Exposure (2:25) | 7) 4th E-Enduring Understandings-Reflection (6:21) |
| 3) 2nd E, Experience (12:50) | 8) 4th E-Enduring Understandings-Performance Assessment (7:58) |
| 4) Experience Helps Students Make Connections (6:03) | 9) 5th E-Enthusiasm (1:59) |
| 5) Provide Experience Through Mediated Learning (4:58) | 10) Asset-Based Education (8:10) |

Assessment For Learning - Elementary (82 min)

Rick Stiggins

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|--|--|
| 1) Introduction to Assessment for Learning (8:00) | 6) Assessment Literacy (10:48) |
| 2) Assessment For Learning (9:15) | 7) Questions That Underpin Assessment For Learning (12:42) |
| 3) Assessment Belief System (6:20) | 8) The How of Assessment and Use of Assessment Table (12:09) |
| 4) Student Involvement (14:10) | 9) Student-Led Conferences (5:56) |
| 5) Assessment Targets That Align with State Standards (2:59) | |

Assessment For Learning - Secondary (75 min)

Rick Stiggins

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|--|--|
| 1) Introduction (8:05) | 6) Assessment Literacy (12:49) |
| 2) Assessment For Learning (4:59) | 7) Questions That Underpin Assessment For Learning (11:47) |
| 3) Assessment Belief System (4:34) | 8) The How of Assessment (11:39) |
| 4) Student Involvement (12:02) | 9) Student-Led Conferences (3:26) |
| 5) Assessment Targets That Align with State Standards (5:43) | |

Classroom Instruction That Works - Elementary (96 min)

Salle Quackenboss

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|---|--|
| 1) Planning Targets of Learning (8:49) | 7) Reinforcing Effort and Providing Recognition (2:47) |
| 2) Setting Objectives and Providing Feedback (12:27) | 8) Incorporating Cooperative Learning Effectively (6:35) |
| 3) Utilizing Questions, Cues, and Advance Organizers (7:30) | 9) Increasing Value in Homework and Practice (9:33) |
| 4) Summarizing and Note-Taking (16:47) | 10) Identifying Similarities and Differences (7:42) |
| 5) What Works In Classroom Instruction (2:32) | 11) Generating and Testing Hypotheses (11:01) |
| 6) Using Non-Linguistic Representations (10:07) | |

Classroom Instruction That Works - Secondary (86 min)

Salle Quackenboss

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|--|--|
| 1) Planning Targets of Learning (8:42) | 7) Reinforcing Effort and Providing Recognition (2:35) |
| 2) Setting Objectives and Providing Feedback (18:05) | 8) Incorporating Cooperative Learning Effectively (7:47) |
| 3) Utilizing Questions, Cues, Advance Organizers (11:18) | 9) Increasing Value in Homework and Practice (3:10) |
| 4) Summarizing and Note-Taking (10:35) | 10) Identifying Similarities and Differences (6:01) |
| 5) What Works In Classroom Instruction (2:30) | 11) Generating and Testing Hypotheses (8:21) |
| 6) Using Non-Linguistic Representations (7:38) | |

Classroom Management - How to Win Students Over - Elementary (70 min)

Carol Cummings

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|--|---|
| 1) Bonding and Connecting (14:27) | 5) Teaching Social and Emotional Behaviors (7:05) |
| 2) Bonding Practices (6:39) | 6) Active Student Involvement (6:04) |
| 3) Procedures and Routines (14:04) | 7) Addressing Misbehavior (4:01) |
| 4) Proactive Classroom Management (9:18) | 8) The Law of Least Intervention (8:34) |

Classroom Management - How to Win Students Over - Secondary (67 min)

Carol Cummings

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| 1) Bonding and Connecting (14:55) |
| 2) Procedures and Routines (10:13) |
| 3) Work Requirements (10:35) |
| 4) Proactive Classroom Management (8:00) |
| 5) Active Student Involvement (10:43) |
| 6) Addressing Misbehavior (4:21) |
| 7) The Law of Least Intervention (7:48) |



Cognitive Coaching (77 min)	Arthur L. Costa & Robert J. Garmston
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|--|--|
| 1) Introduction to Cognitive Coaching (5:40) | 6) Introduction/The Coaching Cycle (7:22) |
| 2) The Mission & Goal of Cognitive Coaching (4:19) | 7) Planning Conversations Map (11:15) |
| 3) States of Mind (13:52) | 8) Reflecting Conversations Map (8:35) |
| 4) Coaching Tools That Promote Thinking (8:28) | 9) Applications of Cognitive Coaching (6:21) |
| 5) More Coaching Tools That Promote Thinking (10:52) | |

Compliance Series / Bloodborne Pathogens (162 min)
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| 1) Introduction (5:38) | 3) Avoiding Exposure (5:00) |
| 2) Introduction to OSHA Standards (6:13) | 4) Post-Exposure Evaluation & Follow-Up (7:17) |

Compliance Series / Bullying (162 min)
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|-------------------------|---------------------------------------|
| 1) Introduction (5:45) | 3) Intervention (9:14) |
| 2) Cyberbullying (6:29) | 4) Follow-up / Student Support (6:21) |

Compliance Series / Copyright (162 min)

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|-----------------------------------|--------------------------|
| 1) Definition and Overview (7:04) | 2) Law / Fair Use (8:45) |
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Compliance Series / Emergency Preparedness (162 min)
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| 1) Introduction (9:30) | 3) Developing Your Plan (12:57) |
| 2) Identifying Hazards (6:02) | 4) Implementing Your Plan (8:48) |

Compliance Series / Internet Safety (162 min)

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|--------------------------------|----------------------------------|
| 1) Introduction (7:29) | 3) Approach to Protection (8:26) |
| 2) Laws and Regulations (5:34) | 4) Tools (5:39) |

Compliance Series / Slips, Trips, and Falls (162 min)

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| 1) General Safety Practices (5:42) |
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Compliance Series / Sexual Harassment (162 min)

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|-----------------------------------|--|
| 1) Introduction (5:49) | 3) Responding to Sexual Harassment (6:46) |
| 2) Educational Environment (5:35) | 4) Reporting & Preventing Sexual Harassment (6:05) |

Concept-Based Curriculum for Deeper Understanding (71 min)	H. Lynn Erickson
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|---|--|
| 1) Introduction/Fact-Based Knowledge (8:47) | 5) Scaffolding (10:30) |
| 2) Topics to Concepts (18:00) | 6) Guiding Questions (7:40) |
| 3) Enduring Understandings (6:51) | 7) The Culminating Performance Task (9:26) |
| 4) Introduction/Designing a Concept-Based Unit (9:56) | |

Conscious Classroom Management - Elementary (111 min)	Rick Smith
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| 1) Introduction to Classroom Management (3:42) | 8) Consistency (10:28) |
| 2) Assumptions (6:48) | 9) Getting Ready (6:59) |
| 3) Inner Authority (4:23) | 10) Introduction/Designing Lessons for Engagement (7:57) |
| 4) Characteristics of Good Teachers (8:49) | 11) Active Learning Strategies (9:59) |
| 5) Introduction/Holding Ground (4:53) | 12) Managing through Brain Compatible Teaching (7:58) |
| 6) Positive Connections (14:41) | 13) Effective Use of Consequences (9:09) |
| 7) Teaching Procedures (9:16) | 14) What to Do When Consequences Don't Work (6:27) |

Conscious Classroom Management - Secondary (110 min)	Rick Smith
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| 1) Introduction to Classroom Management (3:58) | 8) Consistency (11:27) |
| 2) Assumptions (7:43) | 9) Getting Ready (7:02) |
| 3) Inner Authority (4:23) | 10) Introduction/Designing Lessons for Engagement (8:39) |
| 4) Characteristics of Good Teachers (8:32) | 11) Active Learning Strategies (9:59) |
| 5) Introduction/Holding Ground (4:56) | 12) Managing through Brain Compatible Teaching (7:23) |
| 6) Positive Connections (13:51) | 13) Effective Use of Consequences (9:31) |
| 7) Teaching Procedures (6:32) | 14) What to Do When Consequences Don't Work (6:27) |

Courageous Conversations About Race (130 min)		Glenn Singleton
1) Glenn Singleton: Opening the Conversation on Race (29:29)	6) Creating True Equity (7:37)	
2) Understanding Race (14:51)	7) Systemic Change (12:19)	
3) Courageous Conversations (11:25)	8) Equity in a School Community (15:23)	
4) Whiteness in Color Identity (5:53)	9) Closing the Achievement Gap in the Classroom (20:25)	
5) Bridging Racial Cultures (12:52)		
Data Driven Decisions to Improve Results (57 min)		Mike Schmoker
1) The Interdependence of Teamwork, Goals, & Data (4:48)	5) Introduction/The Need for Teamwork (5:26)	
2) Using Assessment Data to Improve Achievement (12:11)	6) Elements of Effective Teamwork (5:12)	
3) The Proper Use of Data in Accountability (4:41)	7) The Team Learning Log (7:00)	
4) Example of the Active Use of Data (8:46)	8) Creating Meaningful Student Achievement Goals (9:26)	
Dealing with Teachers Who Are Resistant to Change (78 min)		Todd Whitaker
1) Introduction to Challenge (3:41)	5) Meetings That Take Focus Off Difficult Teachers (7:09)	
2) Defining Superstars (17:50)	6) Introduction/Delivering Bad News (14:54)	
3) Identifying Backbones and Mediocres (5:53)	7) Spreading Good News (4:41)	
4) Encouraging Improvement (8:26)	8) Creating a Positive School Climate (14:59)	
Designing and Evaluating Professional Development (137 min)		Stephanie Hirsh & Joellen Killion with Dennis Sparks
1) Introduction to Professional Development that Works (2:10)	10) Planning Phase: Formulate Evaluative Questions (7:39)	
2) Professional Learning (4:02)	11) Conducting Phase (7:53)	
3) The NSDC Standards (4:23)	12) Reporting Phase (3:40)	
4) Context Standards (8:27)	13) Introduction to Powerful Designs for Learning (5:21)	
5) Process Standards (11:46)	14) Powerful Designs I (12:26)	
6) Content Standards (11:38)	15) Powerful Designs II (12:30)	
7) Evaluating Professional Learning (1:42)	16) Powerful Designs III (11:51)	
8) Evaluating Staff Development (9:18)	17) Powerful Designs IV (7:25)	
9) Planning Phase: Assess Evaluability (14:42)		
Differentiating Instruction For All Students - Elementary (76 min)		Gayle Gregory & Carolyn Chapman
1) What Is Differentiation? (7:33)	5) Assessment (13:44)	
2) Differentiation: Elements for Planning (12:50)	6) Adjustable Assignments (8:41)	
3) Climate (6:41)	7) Instructional Strategies (11:47)	
4) Knowing the Learner (4:52)	8) Curriculum Approaches (9:51)	
Differentiating Instruction For All Students - Secondary (83 min)		Gayle Gregory & Carolyn Chapman
1) What Is Differentiation? (7:59)	5) Assessment (14:07)	
2) Differentiation: Elements for Planning (13:33)	6) Adjustable Assignments (8:32)	
3) Climate (9:59)	7) Instructional Strategies (9:25)	
4) Knowing the Learner (9:11)	8) Curriculum Approaches (9:58)	
Differentiated Instruction Applied - Elementary (139 min)		Gayle Gregory, Cindy Strickland, & Lin Kuzmich
1) Introduction to Applying Differentiation (3:41)	6) Introduction/Preparation for Differentiation (12:38)	
2) The Basics of Differentiation (4:49)	7) The Applied Differentiation Map (14:12)	
3) Identifying Student Readiness (24:21)	8) The Applied Differentiation Map: What? (20:23)	
4) Identifying Student Interests (14:10)	9) How? Teaching - Learning (12:56)	
5) Identifying Learning Profiles (16:10)	10) How? Assessment (15:59)	
Differentiated Instruction Applied - Secondary (107 min)		Gayle Gregory, Cindy Strickland, & Lin Kuzmich
1) Introduction to Applying Differentiation (4:21)	6) Introduction/Preparation for Differentiation (15:32)	
2) The Basics of Differentiation (8:20)	7) The Applied Differentiation Map (11:17)	
3) Identifying Student Readiness (9:57)	8) The Applied Differentiation Map: What? (13:00)	
4) Identifying Student Interests (7:02)	9) How? Teaching - Learning (12:37)	
5) Identifying Learning Profiles (14:50)	10) How? Assessment (10:01)	

Differentiated Instruction Applied - Leaders (39 min)

Gayle Gregory, Cindy Strickland,
& Lin Kuzmich

- 1) Introduction/Create a Climate for Differentiation (10:01)
- 2) Provide Training and Leadership (7:42)
- 3) Offer Ongoing Support (12:12)
- 4) Examine Structures That Work (8:59)

Differentiated Instruction Applied - Elementary Classroom Example (25 min)

- 1) Using the Applied Differentiation Map (8:13)
- 2) Classroom Example - Part I (10:01)
- 3) Classroom Example - Part II (7:13)

Differentiated Instruction Applied-Secondary Classroom Examples (39 min)

- 1) Using the Applied Differentiation Map (6:50)
- 2) Classroom Example - Part I (8:37)
- 3) Classroom Example - Part II (10:23)
- 4) Classroom Example - Part III (11:29)
- 5) Formal Assessment Examples (1:29)

Early Childhood Development (160 min)

- 1) Coping with Disaster (24:01)
- 2) Language Development (21:13)
- 3) Literacy at Home (21:31)
- 4) Music Helps Children Learn (23:43)
- 5) Springboard to Literacy (23:52)
- 6) Teach Through Play (22:05)

Effective Professional Development (24 min)

- 1) NSDC's PD Definition in Action (7:00)
- 2) Explanation of NSDC's PD Definition (9:00)
- 3) NSDC's Definition for Professional Development (7:20)

Elementary Principals as Leaders of Learning (126 min)

Rebecca Burnette DuFour

- 1) Introduction to The Impact of the Principal (7:54)
- 2) Defining the Professional Learning Community (11:32)
- 3) Cornerstones of a Professional Learning Community (12:36)
- 4) Critical Questions (10:28)
- 5) Introduction/Manager of Learning (13:39)
- 6) Manager of Resources (12:34)
- 7) Focus on Culture (8:24)
- 8) Focus of Collaboration (14:55)
- 9) Intro/Implementing Professional Learning Community (24:29)
- 10) Facilitating Teacher Improvement (9:39)

Evaluation for Teacher and Student Growth (64 min)

Marilyn McGuire

- 1) Introduction/Evaluation, Learning & Trust (8:31)
- 2) Informal Observation (4:59)
- 3) Formal Evaluation (6:56)
- 4) Observation (12:42)
- 5) Introduction/Writing the Evaluation (8:18)
- 6) Post-Conference (10:53)
- 7) Feedback through Authentic Assessment (8:00)
- 8) The Improvement Plan (3:37)

Every Teacher - An English Language Teacher - Elementary (192 min)

Jo Gusman, Mary Anne Christison, &
Margo Gottlieb

- 1) Introduction to Succeeding with ELL Students (7:49)
- 2) Foundation: Know the Student Part I (15:26)
- 3) Foundation: Know the Student Part II (6:12)
- 4) Foundation: Know the Law (5:09)
- 5) Newcomer Programs (13:51)
- 6) Frameworks for Teacher Success (8:57)
- 7) Second Language Acquisition (12:16)
- 8) The Stages/Levels of Second Language Acquisition pt. I (10:03)
- 9) The Stages/Levels of Second Language Acquisition pt. 2 (10:01)
- 10) Comprehensible Input: Meaning, Fluency, & Accuracy (12:50)
- 11) Assessing Proficiency (12:25)
- 12) Making Accommodations For English Language Learners (14:58)
- 13) Seeing The Big Picture (8:15)
- 14) Using Visual Tools (14:26)
- 15) Differentiating Instruction For Student Needs (11:21)
- 16) Building Literacy - Vocabulary Development (14:08)
- 17) Building Literacy - Writing and Reading (15:04)



Every Teacher - An English Language Teacher - Secondary (178 min)		Jo Gusman, Mary Anne Christison, & Margo Gottlieb
1) Introduction to Succeeding with ELL Students (8:43)	10) Assessing Proficiency (9:37)	
2) Foundation: Know the Student Part I (11:16)	11) Making Accommodations for English Language Learners (15:31)	
3) Foundation: Know the Student Part II (9:21)	12) Seeing The Big Picture (9:41)	
4) Foundation: Know the Law (5:06)	13) Using Visual Tools (11:43)	
5) Newcomer Programs (11:17)	14) Differentiating Instruction for Student Needs (4:53)	
6) Frameworks For Teacher Success (13:25)	15) Building Literacy - Vocabulary Development (8:14)	
7) Second Language Acquisition (11:35)	16) Building Literacy - Writing and Reading Part I (11:29)	
8) The Stages/Levels of Second Language Acquisition (15:52)	17) Building Literacy - Writing and Reading Part II (9:24)	
9) Comprehensible Input: Meaning, Fluency, and Accuracy (11:27)		
Frazzled Educator's Health & Wellness Plan - Principals (63 min)		J. Allen Queen
1) Introduction to Managing Stress (3:45)	5) Step 4: Arresting Time Bandits at Home and School (3:43)	
2) Step 1: Identifying Schools As a Culture of Stress (7:30)	6) Step 5: Nutrition Supports a Healthy Lifestyle (3:07)	
3) Step 2: Restructuring Priorities (2:58)	7) Desktop Yoga (15:37)	
4) Step 3: Mastering the Science of Stress Management (12:14)	8) The Calmer (14:27)	
Frazzled Educator's Health & Wellness Plan - Teachers (61 min)		J. Allen Queen
1) Introduction to Managing Stress (3:44)	5) Step 4: Arresting Time Bandits at Home and School (3:43)	
2) Step 1: Identifying Schools As a Culture of Stress (6:32)	6) Step 5: Nutrition Supports a Healthy Lifestyle (3:07)	
3) Step 2: Restructuring Priorities (2:58)	7) Desktop Yoga (15:37)	
4) Step 3: Mastering the Science of Stress Management (11:09)	8) The Calmer (14:27)	
Grading and Reporting Student Progress (66 min)		Thomas R. Guskey
1) Introduction/The Purposes of Grading (6:31)	5) Alternative Methods of Reporting Progress (13:37)	
2) Reporting That Communicates (8:19)	6) Changes in Grading Practices (3:55)	
3) Grading and Reporting Methods (13:22)	7) Changing Assessment Practices for Better Grading (14:34)	
4) Grading as an Incentive (5:54)		
Guided Reading, The Art of (84 min)		
1) The Reading Continuum: Overview (9:40)	4) Introduction / Early Fluent Phase (16:25)	
2) Introduction / Early Emergent Phase (12:37)	5) Text: Non-Fiction (13:11)	
3) Emergent Phase (16:26)		
Helping Struggling Readers Beyond Grade One (72 min)		Darrell Morris
1) The Howard Street Model (9:48)	6) Guided Reading (13:27)	
2) Catching Struggling Students Early (1:53)	7) Word Study (12:44)	
3) Bringing in Tutors (4:34)	8) Reading for Fluency (6:55)	
4) Reading Specialists Supervising the Tutor (9:44)	9) Tutoring Session Model (7:31)	
5) Assessment (4:57)		
Helping Students of Limited English Skills - Elementary (62 min)		Virginia Rojas
1) Mainstreaming (8:48)	4) Classroom Practices (13:06)	
2) Three Capacities of an Immersion Teacher (7:19)	5) Assessment Strategies (6:16)	
3) Strategies (16:24)	6) Collaboration (10:27)	
Helping Students of Limited English Skills - Secondary (68 min)		Virginia Rojas
1) Mainstreaming (8:48)	4) Classroom Practices (10:44)	
2) Three Capacities of an Immersion Teacher (7:52)	5) Assessment Strategies (8:33)	
3) Strategies (14:11)	6) Collaboration (18:01)	

How to Increase Minority Student Achievement - Elementary (332 min)

Beverly Daniel Tatum, Kati Haycock,
Sonia Nieto, James Comer, Gary Howard,
Jamie Almanzan, Bonnie Davis, Colleen
Almojuela, & other experts

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|---|---|
| 1) Closing the Gaps (29:17) | 10) School Culture: Clear Focus on Students (17:29) |
| 2) Introduction/Overview of Equality (2:29) | 11) School Culture: Inclusive Environment (23:34) |
| 3) Leadership: Understanding Equity (7:17) | 12) School Culture: Collaboration (16:14) |
| 4) Leadership: Building Equity (21:10) | 13) Teaching and Learning: Curriculum (27:35) |
| 5) Leadership: Vision and Direction (18:25) | 14) Teaching and Learning: Teaching Skills (20:06) |
| 6) Leadership: Accountability (12:55) | 15) Teaching and Learning: Assessment (11:23) |
| 7) Leadership: Sustaining Innovation (13:22) | 16) Teaching and Learning: Interventions (18:21) |
| 8) Introduction to School Culture (3:16) | 17) Authentic Equity Leadership (1:14:39) |
| 9) School Culture: Professional Attitudes (13:57) | |

How to Increase Minority Student Achievement - Secondary (295 min)

Beverly Daniel Tatum, Kati Haycock,
Sonia Nieto, James Comer, Gary Howard,
Jamie Almanzan, Bonnie Davis, Colleen
Almojuela, & other experts

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|---|---|
| 1) Closing the Gaps (29:17) | 10) School Culture: Clear Focus on Students (15:43) |
| 2) Introduction/Overview of Equity (2:11) | 11) School Culture: Inclusive Environment (18:27) |
| 3) Leadership: Understanding Equity (7:08) | 12) School Culture: Collaboration (13:02) |
| 4) Leadership: Building Equity (18:23) | 13) Teaching and Learning: Curriculum (22:19) |
| 5) Leadership: Vision and Direction (15:25) | 14) Teaching and Learning: Teaching Skills (12:36) |
| 6) Leadership: Accountability (11:10) | 15) Teaching and Learning: Assessment (9:01) |
| 7) Leadership: Sustaining Innovation (14:18) | 16) Teaching and Learning: Interventions (13:12) |
| 8) Introduction to School Culture (3:17) | 17) Authentic Equity Leadership (1:14:39) |
| 9) School Culture: Professional Attitudes (14:40) | |

How to Use PD 360 (42 min)

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| 1) PD 360 Training, Functions and Features (8:55) | 3) PD 360 Training, Admin Tools (10:38) |
| 2) PD 360 Training, Learning Community (14:19) | 4) Testimonials (8:22) |

Impacting Teaching & Learning with Brain Research - Elementary (102 min)

David Sousa

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| 1) Introduction/Active Learning (11:11) | 7) Learning Pathways (9:45) |
| 2) The Rational System (5:50) | 8) The Primacy-Recency Effect (6:19) |
| 3) The Emotional System (3:30) | 9) Windows of Opportunity (13:29) |
| 4) Using Humor (6:14) | 10) Introduction/The Brain of Today (10:29) |
| 5) Using Action Research (7:16) | 11) The Brain Processing Model: Information Input (8:25) |
| 6) Introduction/Understanding Physiological Cycles (4:39) | 12) The Brain Processing Model: Memory (15:15) |

Impacting Teaching & Learning with Brain Research - Middle School (95 min)

David Sousa

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|---|--|
| 1) Introduction/Active Learning (11:26) | 7) Learning Cycles For Adolescents (4:30) |
| 2) The Rational System (4:47) | 8) Learning Pathways (11:07) |
| 3) The Emotional System (3:58) | 9) The Primacy-Recency Effect (8:04) |
| 4) Using Humor (5:56) | 10) Introduction/The Brain of Today (12:08) |
| 5) Using Action Research (5:09) | 11) The Brain Processing Model: Information Input (6:34) |
| 6) Introduction/Understanding Physiological Cycles (4:46) | 12) The Brain Processing Model: Memory (16:31) |

Impacting Teaching & Learning with Brain Research - High School (92 min)

David Sousa

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|---|--|
| 1) Introduction/Active Learning (10:10) | 7) Learning Cycles For Adolescents (4:30) |
| 2) The Rational System (4:11) | 8) Learning Pathways (12:56) |
| 3) The Emotional System (4:11) | 9) The Primacy-Recency Effect (5:51) |
| 4) Using Humor (5:53) | 10) Introduction/The Brain of Today (13:00) |
| 5) Using Action Research (3:23) | 11) The Brain Processing Model: Information Input (6:33) |
| 6) Introduction/Understanding Physiological Cycles (6:54) | 12) The Brain Processing Model: Memory (14:19) |

Implementing Professional Development (170 min)

Steve Olsen, Robin Fogarty, Brian Pete,
Shirley Hord, William Sommers, Dennis
Sparks, & Blanch & John Linton

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|---|--|
| 1) Understanding Change - Part I (11:49) | 8) Supporting Implementation - Part II (9:46) |
| 2) Understanding Change - Part II (7:43) | 9) Supporting Implementation - Part III (7:41) |
| 3) Setting the Stage - Part I (17:03) | 10) 4-Step Implementation (17:48) |
| 4) Setting the Stage - Part II (8:49) | 11) 4-Step: Analyze & Visualize - Part I (7:35) |
| 5) Good Design - Part I (8:26) | 12) 4-Step: Analyze & Visualize - Part II (8:44) |
| 6) Good Design - Part II (18:34) | 13) 4-Step: Apply (18:47) |
| 7) Supporting Implementation - Part I (13:58) | 14) 4-Step: Reflect & Improve (13:20) |

Instructional Coaching (211 min)

Joellen Killion, Jim Knight,
& Stephen Barkley

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|---|--|
| 1) Introduction to Coaching (2:33) | 10) Leadership (14:11) |
| 2) The What and Why of Coaching (10:49) | 11) Deploy Coaches (14:23) |
| 3) Role of the District (12:50) | 12) Support Coaches (7:14) |
| 4) Principal Training (10:13) | 13) Monitor Coaches (15:31) |
| 5) Coaching Framework (6:49) | 14) Introduction/Connecting With Administrators (7:17) |
| 6) Relationships (10:51) | 15) Working in the Classroom - Part I (20:41) |
| 7) Feedback (18:21) | 16) Working in the Classroom - Part II (24:11) |
| 8) Positive Personality (9:05) | 17) Meetings With Teachers and/or Teams (13:10) |
| 9) Learning Expertise (5:38) | 18) Got-A-Minute Conversations (7:29) |

Leadership and Learning Center, The (54 min)

Douglas B. Reeves

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|--|--|
| 1) On-Demand Professional Learning (3:53) | 6) Avoiding The Stimulus Funding Cliff (5:40) |
| 2) Professional Learning Communities (4:51) | 7) Closing the Gaps: Lessons Learned (7:55) |
| 3) Good—Better—Best Practice (4:04) | 8) How Leaders Support Differentiation (5:22) |
| 4) Scaling Professional Learning (5:17) | 9) Identify Evidence-Based Strategies (4:25) |
| 5) Building Capacity on Tight Budgets (6:44) | 10) Classroom Management and Engagement (6:15) |

Learning Framework, The - Elementary (364 min)

Steve Olsen

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|---|---|
| 1) Learning Framework Overview (12:22) | 7) Summative Assessment & Backward Design (16:10) |
| 2) Learning Targets (17:26) | 8) Instruction Introduction (16:54) |
| 3) Thinking/Process Skills (20:18) | 9) Cue Sets (15:00) |
| 4) The Guiding/Essential Question (10:46) | 10) Best Shot Instruction and Modeling (18:54) |
| 5) Assessment (16:17) | 11) Guided Practice/Independent Practice (12:57) |
| 6) Self-Assessment (19:13) | 12) Closure (12:15) |

Learning Framework, The - Secondary (364 min)

Steve Olsen

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|---|
| 1) Learning Framework Overview (12:22) |
| 2) Learning Targets (13:58) |
| 3) Thinking/Process Skills (16:23) |
| 4) The Guiding/Essential Question (14:29) |
| 5) Assessment (18:36) |
| 6) Self-Assessment (20:37) |
| 7) Summative Assessment & Backward Design (15:19) |
| 8) Instruction Introduction (13:20) |
| 9) Cue Sets (15:38) |
| 10) Best Shot Instruction and Modeling (18:06) |
| 11) Guided Practice/Independent Practice (15:53) |
| 12) Closure (13:39) |



Mentoring Matters: Learning-Focused Relationships (114 min)		Laura Lipton & Bruce Wellman	
1) Learning-Focused Relationships (6:34)	8) Learning-Focused Conversations (14:28)		
2) The Work of Growth Agents (5:35)	9) Learning-Focused Conversations for Reflection (13:11)		
3) Creating Challenge (5:28)	10) Inviting Thinking (10:00)		
4) Applying Intention-Driven Actions (5:00)	11) Attending Fully (5:22)		
5) A Continuum of Learning-Focused Interactions (9:01)	12) Paraphrasing (8:41)		
6) Coaching (8:17)	13) Mediatonal Questioning (12:23)		
7) Maximizing Time and Attention (9:44)			
Professional Learning Communities (75 min)		Richard P. DuFour	
1) Introduction to Professional Learning Communities (3:54)	6) Goals: Pillar Four of Successful Schools (6:27)		
2) Foundation of a Professional Learning Community (12:21)	7) Introduction of Program Two (2:30)		
3) Mission: Pillar One of Successful Schools (3:55)	8) Successful Schools Increase Learning (15:06)		
4) Vision: Pillar Two of Successful Schools (5:43)	9) Pyramid of Interventions (10:50)		
5) Values: Pillar Three of Successful Schools (2:31)	10) Total School Improvement (11:20)		
Quality Elementary Teaching for Classroom Success (97 min)		Outstanding Teachers	
1) Introduction to Quality (5:28)	4) Managing and Monitoring Student Learning (23:26)		
2) Commitment to Students and Their Learning (9:21)	5) Self-Reflection (4:54)		
3) Knowing the Subject and How to Teach It (33:19)	6) Active Involvement in the Learning Community (19:42)		
Quality Secondary Teaching for Classroom Success (41 min)		Outstanding Teachers	
1) Commitment to Students and Their Learning (14:47)	4) Self-Reflection (6:32)		
2) Knowing the Subject and How to Teach It (6:56)	5) Active Involvement in the Learning Community (7:46)		
3) Managing and Monitoring Student Learning (4:33)			
Questioning for Learning and Thinking - Elementary (108 min)		Beth Sattes & Jackie Walsh	
1) Questioning to Improve Learning and Thinking (3:21)	9) Stage Two: Present the Question (15:27)		
2) Research Connections Between Questioning/Learning (6:26)	10) Stage Three: Prompt Student Responses (15:15)		
3) Stage One: Prepare the Question (2:23)	11) Review and Introduction of Third Program (1:08)		
4) First Behavior: Identify Instructional Purpose (8:27)	12) Review of Stages One, Two, and Three (1:27)		
5) Second Behavior: Determine Content Focus (2:48)	13) Stage Four: Process Student Responses (13:33)		
6) Third Behavior: Select Cognitive Level (16:55)	14) Stage Five: Critique the Questioning Episode (3:23)		
7) Fourth Behavior: Consider Wording and Syntax (3:49)	15) Classroom Example (11:45)		
8) Review and Introduction of Second Program (1:39)			
Questioning for Learning and Thinking - Secondary (119 min)		Beth Sattes & Jackie Walsh	
1) Questioning to Stimulate Learning and Thinking (3:36)	9) Stage Two: Present the Question (17:43)		
2) Research Connections Between Questioning/Learning (6:40)	10) Stage Three: Prompt Student Response (19:13)		
3) Stage One: Prepare the Question (2:23)	11) Review and Introduction of Third Program (1:07)		
4) First Behavior: Identify Instructional Purpose (11:34)	12) Review of Stages One, Two, and Three (1:29)		
5) Second Behavior: Determine Content Focus (2:56)	13) Stage Four: Process Student Responses (11:46)		
6) Third Behavior: Select Cognitive Level (11:01)	14) Stage Five: Critique the Questioning Episode (3:20)		
7) Fourth Behavior: Consider Wording and Syntax (3:45)	15) Classroom Example (20:23)		
8) Review and Introduction of Second Program (1:39)			
Reading for Older Struggling Students (77 min)		Kenneth U. Campbell with Cecil Mercer	
1) Introduction/The Need for Reading Intervention (10:46)	7) Introduction/In-depth Look at Phonics (8:42)		
2) Great Leaps Reading: Phonics, Phrases, Stories (6:26)	8) In-depth Look at Phrases (4:36)		
3) Phonics/Tutoring Examples (3:17)	9) In-depth Look at Stories (5:05)		
4) Phrases/Tutoring Examples (2:55)	10) Understanding the Job of the Tutors (10:42)		
5) Stories/Tutoring Examples (5:34)	11) Charting Student Progress (5:31)		
6) The Impact of Great Leaps (5:42)	12) Logistics of Great Leaps (7:19)		

Reading in the Content Areas - Elementary (103 min)		Carol Santa
1) Project CRISS Learning Plan (9:05)	6) Using Active Strategies for Learning (14:27)	
2) Principles and Philosophies of Learning (8:31)	7) Organizing for Learning (16:44)	
3) Identifying the Author's Craft (6:48)	8) Incorporating Informal and Formal Writing to Learn (10:23)	
4) Understanding Patterns and Structure (12:24)	9) Expanding Vocabulary (12:47)	
5) Creating Conversations of Learning (11:21)		
Reading in the Content Areas - Secondary (93 min)		Carol Santa
1) Project CRISS Learning Plan (12:02)	6) Using Active Strategies for Learning (19:46)	
2) Principles and Philosophies of Learning (10:04)	7) Organizing for Learning (13:28)	
3) Identifying the Author's Craft (6:42)	8) Incorporating Informal and Formal Writing to Learn (5:46)	
4) Understanding Patterns and Structure (4:58)	9) Expanding Vocabulary (11:39)	
5) Creating Conversations of Learning (14:25)		
Reading in the Content Areas - Leadership (32 min)		Carol Santa
1) Introduction to Leadership Program (1:31)	3) Follow-Up and Walk-Throughs (5:37)	
2) Training and Implementation (11:35)	4) Walk-Through Observation Sheet (13:43)	
Reading, Writing, Speaking, and Listening - Elementary (70 min)		Heidi Hayes Jacobs
1) Introduction/Every Teacher, a Literacy Teacher (4:23)	7) Summary (4:17)	
2) Reading (4:13)	8) Reading II (5:40)	
3) Writing (6:20)	9) Writing II (4:02)	
4) Speaking (6:05)	10) Speaking II (8:49)	
5) Listening (6:05)	11) Listening II (3:21)	
6) Curriculum Mapping (4:34)	12) Using All the Skills Simultaneously (11:53)	
Reading, Writing, Speaking, and Listening - Secondary (77 min)		Heidi Hayes Jacobs
1) Introduction/Every Teacher, a Literacy Teacher (4:21)	7) Summary (6:04)	
2) Reading (4:01)	8) Reading II (8:23)	
3) Writing (5:10)	9) Writing II (7:51)	
4) Speaking (10:14)	10) Speaking II (7:22)	
5) Listening (6:13)	11) Listening II (7:24)	
6) Curriculum Mapping (4:14)	12) Using All the Skills Simultaneously (6:15)	
Secondary Principals As Leaders of Learning (123 min)		Irving C. Jones
1) Leaders of Learning (9:45)	7) What Is It That Leaders Do? (13:37)	
2) Fostering Teacher and Student Learning (10:09)	8) Daily Walkthroughs (4:06)	
3) Supervising Instruction (6:01)	9) Facilitating Teacher Improvement (6:28)	
4) Involvement in the Instructional Process (12:34)	10) The Six Essential Roles for Effective Principals (11:26)	
5) What Is Leadership? (6:51)	11) Creating a Culture of Learning (12:43)	
6) Innovative Leadership (13:09)	12) Enabling Student Success (15:52)	
Strategies For Secondary English Teachers (47 min)		Outstanding Teachers
1) Reading A Wide Range of Text and Literature (9:03)	4) Using Skills: Research, Present, Create, Critique (8:28)	
2) Strategies to Comprehend, Interpret, Evaluate (13:05)	5) Students Using Language for Their Own Purposes (8:07)	
3) Communicating Effectively Written-Spoken Language (8:39)		
Strategies For Secondary Mathematics Teachers (45 min)		Outstanding Teachers
1) Connecting Knowledge of Mathematics to Pedagogy (9:46)	4) Making Mathematics Interesting for All Learners (17:48)	
2) Using the NCTM Mathematics Standards (2:11)	5) Using Writing to Bring Meaning to Mathematics (7:49)	
3) Facilitating the Usefulness of Mathematics (6:58)		
Strategies For Secondary Science Teachers (39 min)		Outstanding Teachers
1) Plan Inquiry-Based Programs (8:24)	4) Develop Environments That Enable Students To Learn (6:12)	
2) Guide and Facilitate Learning (5:49)	5) Create Communities of Learners (10:28)	
3) Assess Teaching and Learning (8:04)		

Strategies For Secondary Social Studies Teachers-Social Studies (41 min)**Outstanding Teachers**

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|---|---|
| 1) Utilize Effective Strategies (11:23) | 4) Nurture Thinking and Expression (8:29) |
| 2) Personalize the Context (10:48) | 5) Focus on The Learner (5:30) |
| 3) Create Active Learning (4:43) | |

Teaching Mathematics to Increase Achievement (K-2) - Primary (92 min)**Yvelyne Germain-McCarthy with
Comments from Glenda Lappan**

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|---|---|
| 1) Introduction to Principles and Standards (12:42) | 10) First Grade Patterning Activity (3:21) |
| 2) The Content Standards/Process Standards (5:03) | 11) Kindergarten Creating Stories with Manipulatives (3:07) |
| 3) Problem Solving (6:34) | 12) First Grade Measuring Activity (3:43) |
| 4) Reasoning & Proof (2:58) | 13) K-1 Using Various Mathematics Activities (2:13) |
| 5) Communication (3:38) | 14) Second Grade Calendaring and Domino Activity (7:36) |
| 6) Connections (6:03) | 15) First Grade Ten Black Dots Activity (5:01) |
| 7) Representation (4:15) | 16) Second Grade Developing Numbers Sense & Regrouping (5:11) |
| 8) Program Review (3:55) | 17) Second Grade Base Ten Activity (4:04) |
| 9) First Grade Calendaring Activity (6:23) | 18) First Grade Using Various Mathematics Activities (6:33) |

Teaching Mathematics to Increase Achievement (3-5) - Intermediate (83 min)**Yvelyne Germain-McCarthy with
Comments from Glenda Lappan**

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|---|--|
| 1) Introduction to Principles and Standards (12:02) | 9) Third Grade Calendaring Activity (10:02) |
| 2) The Content Standards/Process Standards (3:44) | 10) Fourth Grade Patterning Activity (4:27) |
| 3) Problem Solving (5:43) | 11) Fourth Grade Triangle Activity (6:11) |
| 4) Reasoning & Proof (4:01) | 12) Fifth Graders Use a "T" Chart to Make Predictions (7:32) |
| 5) Communication (4:13) | 13) Third Grade Money Activity (5:14) |
| 6) Connections (5:09) | 14) Fifth Grade Shopping Activity (3:32) |
| 7) Representation (3:58) | 15) Fifth Grade Creating Algorithms (4:11) |
| 8) Program Review (3:22) | |

Teaching Mathematics to Increase Achievement (6-8) - Middle School (82 min)**Yvelyne Germain-McCarthy with
Comments from Glenda Lappan**

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|---|--|
| 1) Introduction to Principles and Standards (13:35) | 9) Tessellations Help Expand Geometric Understanding (3:32) |
| 2) The Content Standards/Process Standards (4:13) | 10) Measuring and Proportions Activity (3:21) |
| 3) Problem Solving (5:48) | 11) Compassing Activity (3:15) |
| 4) Reasoning & Proof (3:06) | 12) Negative and Positive Numbers (6:23) |
| 5) Communication (2:19) | 13) Developing Algebraic Thinking (4:09) |
| 6) Connections (4:36) | 14) Rate of Change (5:02) |
| 7) Representation (6:54) | 15) Assessment of Learning from Stock Market Activity (4:57) |
| 8) Program Review (3:13) | 16) Discovering That PI Is a Constant (8:02) |

Training Paraprofessionals (65 min)**Betty Ashbaker & Jill Morgan**

- 1) Discovering Roles of Teachers & Paraprofessionals (15:11)
- 2) Communication (16:01)
- 3) Training Paraprofessionals (13:21)
- 4) Effective Teacher Supervision (4:23)
- 5) Evaluation as a Form of Continuous Learning (10:04)
- 6) Self-Evaluation (6:23)



Using Data To Close The Achievement Gap (95 min)		Ruth S. Johnson
1) Introduction to the Use of Data (8:46)	6) Talking About Data (19:01)	
2) The Achievement Gap (6:20)	7) Examining Outcomes (10:22)	
3) Building Dissatisfaction and Killing the Myths (9:10)	8) Examine All Aspects of School (15:17)	
4) Data in the Reform Process (5:29)	9) Will We Know It When We See It? (5:46)	
5) Building Leadership and Data Teams (15:12)		
Visual Tools: Graphic Organizers to Thinking Maps - Elementary (84 min)		David Hyerle
1) Links Between Brain Research and Visual Tools (13:46)	5) Elementary Classroom Examples (27:07)	
2) The Eight Thinking Maps (17:42)	6) Thinking Map Software (6:26)	
3) Implementing Thinking Maps (4:44)	7) Benefits of Thinking Maps (9:19)	
4) Review (4:42)		
Visual Tools: Graphic Organizers to Thinking Maps - Secondary (76 min)		David Hyerle
1) Links Between Brain Research and Visual Tools (14:19)	5) Secondary Classroom Examples (20:27)	
2) The Eight Thinking Maps (19:28)	6) Thinking Map Software (2:52)	
3) Implementing Thinking Maps (4:44)	7) Benefits of Thinking Maps (9:38)	
4) Review (4:53)		
Who Says - Motivational Videos (34 min)		School Improvement Network
1) Alexi's Story: Behrman Charter Elementary (2:20)	5) Search & Rescue: Behrman Charter Elementary (4:39)	
2) Benjamin Franklin High School (6:19)	6) Who Says "Those" Kids Can't Learn? (3:45)	
3) More Than a Paycheck: East St. John Elementary (4:05)	7) Who Says Teachers Don't Care? (3:26)	
4) Preservation Hall: Warren Easton High School (5:43)	8) Who Says Schools Don't Care? (3:27)	
Whole-Faculty Study Groups (72 min)		Carlene Murphy
1) Introduction to Study Groups (4:05)	5) Introduction/Identifying the CONTENT (13:23)	
2) Characteristics/Purposes/Desired Results (5:13)	6) Decision-Making Cycle: Steps 5-7 (6:59)	
3) Creating the CONTEXT (12:52)	7) Principles to Guide the Work of WFSGs (15:46)	
4) Understanding the PROCESS (14:11)		
Working on the Work (97 min)		Phillip Schlechty
1) Introduction to Study Groups (2:43)	5) Introduction/Creating the Framework (16:19)	
2) The Core Business of the School (17:41)	6) Designing Quality Work (13:03)	
3) Levels of Student Engagement (13:52)	7) Engaged Teachers and Students at Work (17:16)	
4) The "Working on the Work" School (13:47)		
Working with Students from a Culture of Poverty (116 min)		Mary Montle Bacon
1) Introduction/Insight into Students of Poverty (4:18)	6) Introduction to Aiming for Success (6:57)	
2) Understanding Differences (10:06)	7) Affirming Differences (18:09)	
3) Acceptance of the Differences that Students Bring (12:08)	8) Raising Expectations (10:26)	
4) Accommodating Differences in the Approach to Instruction (15:56)	9) Engaging Families (15:38)	
5) Support the Students from Where They Come (12:11)	10) Celebrating Success (10:23)	
Writing Across the Curriculum - High School (55 min)		Verne Meyer
1) Introduction/Enhance Learning Through Writing (6:55)	5) Develop It Over Time (5:40)	
2) Writing Helps Teachers in Disciplines Teach Well (8:12)	6) Move to a Formal Structure (7:42)	
3) English Teachers Help Other Faculty With Writing (6:03)	7) Educate the Faculty (7:56)	
4) School-Wide System for Evaluating Written Work (3:05)	8) Provide Students With Tools for Success (9:26)	
Writing Across the Curriculum - Intermediate (55 min)		Verne Meyer
1) Introduction/Enhance Learning Through Writing (7:12)	5) Develop It Over Time (2:35)	
2) Writing Helps Teachers in Disciplines Teach Well (10:59)	6) Move to a Formal Structure (6:21)	
3) English Teachers Help Other Faculty With Writing (4:28)	7) Educate the Faculty (8:02)	
4) School-Wide System for Evaluating Written Work (4:24)	8) Provide Students With Tools for Success (10:55)	

As part of the Video Journal of Education Legacy Series, this program continues to provide excellent research-based professional development and classroom examples.

Legacy: Accelerated Schools (66 min)		Betty Ashbaker & Jill Morgan
1) Introduction (2:08)	7) Introduction (1:51)	
2) Accelerated Schools Transform Education (2:16)	8) More Powerful Learning in Accelerated Schools (4:23)	
3) The Accelerated Schools Philosophy (7:10)	9) Three Principles, Values, and Vision For Learning (7:53)	
4) Powerful Learning for All Students (3:52)	10) Powerful Learning Triangle (2:04)	
5) Systematic Process Galvanizes Personnel & Resource (10:16)	11) Examples of Powerful Learning in the Classroom (17:28)	
6) Challenges Approached through the Inquiry Process (6:28)		
Legacy: Assessments and Scoring Guides Based on Standards - Elementary (82 min)		Douglas B. Reeves
1) Introduction/Definition of Performance Assessment (6:14)	6) Introduction/Writing As a Tool for Assessment (3:34)	
2) Academic Content Standards (4:27)	7) Writing Across the Curriculum (7:23)	
3) Scoring Guides (13:05)	8) Authentic Writing Assignments (11:18)	
4) Limits of Multiple Choice and Standardized Tests (16:24)	9) Scoring Writing Assignments with Consistency (14:44)	
5) Impact on Grading (4:51)		
Legacy: Assessments and Scoring Guides Based on Standards - Secondary (84 min)		Douglas B. Reeves
1) Introduction/Definition of Performance Assessment (5:58)	6) Introduction/Writing As a Tool for Assessment (3:33)	
2) Academic Content Standards (9:09)	7) Writing Across the Curriculum (10:00)	
3) Scoring Guides (15:31)	8) Authentic Writing Assignments (11:39)	
4) Limits of Multiple Choice and Standardized Tests (13:18)	9) Scoring Writing Assignments with Consistency (9:25)	
5) Impact on Grading (5:15)		
Legacy: Brain Research (106 min)		Pat Wolfe
1) Introduction to Brain Research (4:49)	8) Long-Term Memory (11:52)	
2) How the Brain Works (10:26)	9) Procedural Memory/Declarative Memory (7:43)	
3) Three Types of Memory Processing (5:51)	10) Introduction/Enriched Environments (12:01)	
4) Connecting to Something Previously Stored (5:28)	11) Neuroplasticity (8:43)	
5) Emotional Hook/Short-term Memory (6:13)	12) Children at Risk/Neurally Passive Environments (5:14)	
6) Introduction/Theory of M-Space/Rote Rehearsal (5:41)	13) Brain Compatible Classroom Climate (16:35)	
7) Elaborative Rehearsal (6:13)		
Legacy: Collaboration & Peer Coaching (63 min)		Pam Robbins
1) Introduction/Teacher Isolation (3:08)	4) Introduction / Formal peer Coaching (9:21)	
2) Rationale of Collaboration (13:52)	5) Three Types of Formal Peer Coaching (13:58)	
3) Benefits to Educators and Students (15:59)	6) Examples of Peer Coaching (7:19)	
Legacy: Community Involvement (59 min)		James P. Comer
1) Introduction/Why Schools Are Isolated (6:06)	5) Introduction/Reaching Out to the Community (15:23)	
2) Barriers to Parental Involvement (4:53)	6) Making School a Center of the Community (5:40)	
3) Levels of Parental Involvement (6:15)	7) Dealing with Criticism (8:28)	
4) Parents as Decision Makers (12:31)		
Legacy: Constructivist Classroom, The - Elementary (69 min)		Bruce Marlowe & Marilyn Page
1) Introduction (2:53)	6) Introduction / Preparing the Community (8:20)	
2) Definition of Constructivism: Part I (11:45)	7) Starting Steps (4:42)	
3) Definition of Constructivism: Part II (10:13)	8) Three Strategies that Work: Part I (7:28)	
4) Research Underpinnings (3:50)	9) Three Strategies that Work: Part II (13:25)	
5) What Constructivism is Not (2:59)	10) A Constructivist Classroom is for All (3:37)	
Legacy: Constructivist Classroom, The - High School (86 min)		Bruce Marlowe & Marilyn Page
1) Introduction (2:53)	6) Introduction / Preparing the Community (6:07)	
2) Definition of Constructivism: Part I (13:41)	7) Starting Steps (7:26)	
3) Definition of Constructivism: Part II (12:40)	8) Three Strategies that Work: Part I (10:17)	
4) Research Underpinnings (11:08)	9) Three Strategies that Work: Part II (8:13)	
5) What Constructivism is Not (2:56)	10) A Constructivist Classroom is for All (10:42)	

Legacy: Constructivist Classroom, The - Middle School (70 min) Bruce Marlowe & Marilyn Page

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| 1) Introduction (2:52) | 6) Introduction / Preparing the Community (6:07) |
| 2) Definition of Constructivism: Part I (13:16) | 7) Starting Steps (6:26) |
| 3) Definition of Constructivism: Part II (10:41) | 8) Three Strategies that Work (18:39) |
| 4) Research Underpinnings (4:59) | 9) A Constructivist Classroom is for All (4:36) |
| 5) What Constructivism is Not (2:59) | |

Legacy: Cooperative Learning (55 min) Patricia Roy

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| 1) Introduction / Cooperative Learning (7:20) | 5) Organize Groups (6:35) |
| 2) Five Critical Attributes (10:21) | 6) Trust, Training, and Flexibility (14:03) |
| 3) Research, Misconceptions, and Concerns (9:02) | 7) Dealing with Conflict / Group Processing (5:18) |
| 4) Introduction (2:29) | |

Legacy: Cooperative Learning and Multiple Intelligences - Elementary (53 min) Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (2:22) | 5) Kagan Teaching Structures I (7:18) |
| 2) Merging CL and MI (4:26) | 6) Kagan Teaching Structures II (12:54) |
| 3) The Eight Multiple Intelligences (4:40) | 7) Kagan Teaching Structures III (12:54) |
| 4) Principles of CL and MI (4:31) | 8) Program Summary (4:09) |

Legacy: Cooperative Learning and Multiple Intelligences - High School (56 min) Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (3:19) | 5) Kagan Teaching Structures I (6:19) |
| 2) Merging CL and MI (3:45) | 6) Kagan Teaching Structures II (10:21) |
| 3) The Eight Multiple Intelligences (4:08) | 7) Kagan Teaching Structures III (11:12) |
| 4) Principles of CL and MI (4:31) | 8) Program Summary (2:43) |

Legacy: Cooperative Learning and Multiple Intelligences - Middle School (44 min) Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (3:26) | 5) Kagan Teaching Structures I (11:36) |
| 2) Merging CL and MI (4:40) | 6) Kagan Teaching Structures II (6:33) |
| 3) The Eight Multiple Intelligences (3:22) | 7) Kagan Teaching Structures III (12:08) |
| 4) Four Basic Principles to Combine CL and MI (4:31) | 8) Program Summary (4:12) |

Legacy: Curriculum Integration (60 min) Heidi Hayes Jacobs

- | | |
|---|---|
| 1) Introduction / Making Connections (7:14) | 5) Introduction / Planning (5:57) |
| 2) Curriculum Mapping (4:04) | 6) Brainstorming Ideas / Essential Question (11:10) |
| 3) Curriculum Integration (12:05) | 7) Planning Activities (7:06) |
| 4) Careful Planning and Teamwork (2:11) | |

Legacy: Designing Performance Assessments - Elementary (81 min) Douglas B. Reeves

- 1) Introduction to Performance Assessment (2:50)
- 2) Need for Performance Assessments (17:30)
- 3) Beginning the Design of Performance Assessments (7:24)
- 4) Performance Task Blueprint (3:56)
- 5) Content Standards/Indicators (11:27)
- 6) Introduction/Task Activities Part I (11:36)
- 7) Task Activities Part II (10:25)
- 8) Evaluative Criteria Part I (11:48)
- 9) Evaluative Criteria Part II (4:07)

Legacy: Designing Performance Assessments - Secondary (69 min)

- 1) Introduction to Performance Assessments (15:05)
- 2) Beginning the Design of Performance Assessments (7:25)
- 3) Performance Task Blueprint (3:56)
- 4) Content Standards/Indicators (9:44)
- 5) Introduction/Task Activities Part I (9:41)
- 6) Task Activities Part II (11:37)
- 7) Evaluative Criteria Part I (12:05)
- 8) Evaluative Criteria Part II (4:42)



Legacy: Develop, Align, Audit Curriculum (77 min)		Fenwick English
1) Introduction / Defining Curriculum (6:28)	4) Introduction/Conduct a Curriculum Audit (11:55)	
2) Focusing and Connecting Curriculum (18:19)	5) Examples of Curriculum Audit (12:09)	
3) Aligning Curriculum (13:46)	6) Improving Student Achievement (14:30)	
Legacy: Developing Rigorous and Relevant Academic Skills (72 min)		Willard R. Daggett
1) Introduction to Rigor and Relevance (1:48)	9) Summary and Closure (1:04)	
2) Definition of "Rigorous and Relevant" (7:13)	10) Introduction/Review of Four Quadrant Graphic (1:49)	
3) What is Needed to Change (2:25)	11) The Need for the "Rigorous and Relevant" Classroom (2:58)	
4) Community Support (3:08)	12) Technology Integration (12:25)	
5) Business Involvement (3:05)	13) Teaching Relevant Skills (14:24)	
6) Parental Support (5:09)	14) Real World Projects/Assessments (6:01)	
7) School Designs (1:57)	15) Summary and Closure (2:08)	
8) Integrated Classrooms (6:22)		
Legacy: Helping Disruptive Students (49 min)		Diane Chelsom Gossen
1) Introduction / Four Unfulfilled Needs (11:10)	5) Tones and Gestures (2:44)	
2) Role Involvement (6:14)	6) Rules and Procedures (5:26)	
3) The Ability to Control Themselves (4:18)	7) Learn Reality Therapy Questions (8:40)	
4) Introduction / Reality Therapy (5:43)	8) Parents and Reality Therapy (4:19)	
Legacy: Heterogeneous Classroom, The (75 min)		Marian Leibowitz
1) Introduction / Why Heterogeneity (9:47)	4) Introduction / Heterogeneity Standards (8:26)	
2) Climate and Culture for Heterogeneity (17:16)	5) Group Work and Group Assessment (18:04)	
3) Classroom Strategies for Heterogeneity (9:36)	6) Teaming and Support Structures (12:15)	
Legacy: High School Scheduling (67 min)		Robert Lynn Canady
1) Introduction (1:26)	6) Introduction (1:24)	
2) Utilizing Time (4:01)	7) Staff Development (2:18)	
3) Enhancing Teaching and Learning (2:50)	8) Formula to Keep Learning Active (4:21)	
4) Introducing Scheduling (13:17)	9) Opportunities for Student Achievement (8:14)	
5) Implementing New Scheduling (7:32)	10) Problem Solving (21:41)	
Legacy: How Families Help Children Learn (67 min)		Dorothy Rich
1) Introduction/Families Need to Nurture Learning (4:37)	6) Introduction/MegaSkills© (3:45)	
2) Every Parent is the First Teacher/Partnerships (4:16)	7) Preview of "Home Recipes for Learning" (3:44)	
3) Programs Provide Training to Families (12:34)	8) Examples of Successful Home Activities--Part I (6:37)	
4) More Programs for Families (7:13)	9) Examples of Successful Home Activities--Part II (7:34)	
5) Attributes for Parent Involvement Programs (3:58)	10) Examples of Successful Home Activities--Part III (12:29)	
Legacy: Inclusion (63 min)		Marsha Forest and Jack Pearpoint
1) Introduction/Philosophy & Rationale (1:54)	6) Help any Child or Teacher in any School (3:52)	
2) Right to a Quality Education (14:36)	7) Three Tools: Circles of Friends (6:56)	
3) Teachers can Succeed (9:03)	8) MAPS: Making Action Plans (4:25)	
4) Work Together (6:18)	9) Planning Alternative Tomorrows with Hope (11:48)	
5) Introduction / Tools of Inclusion (4:09)		
Legacy: Instructional Strategies (61 min)		Robert Hanson, Harvey
1) Introduction / Shifting From Tradition (6:04)	5) Mystery Strategy (7:12)	
2) Learning Styles (12:08)	6) Metaphorical Expression Strategy (5:05)	
3) Styles Affect Classrooms and Curriculum (7:14)	7) Reciprocal Learning Strategy (10:03)	
4) Introduction / COPE Strategy (12:58)		
Legacy: Instructional Strategies - Elementary (58 min)		Robert Hanson, Harvey
1) Introduction / COPE Strategy (10:37)	3) Metaphorical Expression Strategy (15:43)	
2) Mystery Strategy (17:08)	4) Reciprocal Learning Strategy (14:25)	

Legacy: Instructional Strategies - Middle School (54 min)		Robert Hanson, Harvey
1) Introduction / COPE Strategy (11:32)	3) Metaphorical Expression Strategy (17:46)	
2) Mystery Strategy (13:18)	4) Reciprocal Learning Strategy (11:06)	
Legacy: Instructional Strategies - High School (59 min)		Robert Hanson, Harvey
1) Introduction / COPE Strategy (13:02)	3) Metaphorical Expression Strategy (17:02)	
2) Mystery Strategy (15:32)	4) Reciprocal Learning Strategy (13:52)	
Legacy: Integrating Teaching Models - Elementary (46 min)		Heidi Hayes Jacobs
1) Introduction / Cooperative Learning (10:01)	4) Inductive Thinking (10:54)	
2) Concept Attainment (12:26)	5) Academic Controversy (8:20)	
3) Mind Mapping (4:11)		
Legacy: Integrating Teaching Models - Secondary (53 min)		Heidi Hayes Jacobs
1) Introduction (5:12)	4) Mind Mapping (9:25)	
2) Cooperative Learning (14:17)	5) Inductive Thinking (8:20)	
3) Concept Attainment (7:08)	6) Academic Controversy (9:42)	
Legacy: Invitational Education (53 min)		William W. Purkey with Judy Brown Lehr
1) Introduction / Invitational Education (4:29)	4) Personal & Professional Growth Benefits (8:11)	
2) Perceptions, Self-Concept & Assumptions (3:14)	5) Introduction / School Practices (3:58)	
3) Inviting and Disinviting (13:08)	6) The 5 "P's" (19:35)	
Legacy: Learning Differences (53 min)		Bernice McCarthy
1) Introduction / Understanding 4MAT® (5:12)	5) Introduction / Designing Instruction (5:15)	
2) Four Major Learning Styles (9:09)	6) The Four Quadrants (17:15)	
3) Brain Processing Techniques (3:47)	7) Teacher Collaboration (6:26)	
4) Applying 4MAT® (5:37)		
Legacy: Learning-Focused Schools - Elementary (69 min)		Max Thompson and Julia Thomason
1) Introduction (5:11)	7) Review/Assignments and Rubrics (11:02)	
2) The Learning-Focused Tool Box (4:53)	8) Extending and Refining Lessons (6:20)	
3) Opening or Activating Strategies (6:30)	9) Culminating Activities (5:12)	
4) Teaching Activities (12:09)	10) The Learning Pyramid (2:34)	
5) Distributed Guided Practice (6:22)	11) Other Concerns of the Learning-Focused School (3:59)	
6) Closure Strategies (4:50)		
Legacy: Learning-Focused Schools - Middle School (71 min)		Max Thompson and Julia Thomason
1) Introduction (5:09)	7) Review/Assignments and Rubrics (11:06)	
2) The Learning-Focused Tool Box (4:32)	8) Extending and Refining Lessons (6:49)	
3) Opening or Activating Strategies (7:43)	9) Culminating Activities (6:30)	
4) Teaching Activities (11:53)	10) The Learning Pyramid (2:34)	
5) Distributed Guided Practice (5:08)	11) Other Concerns of the Learning-Focused School (3:50)	
6) Closure Strategies (5:37)		
Legacy: Learning-Focused Schools - High School (76 min)		Max Thompson and Julia Thomason
1) Introduction (4:51)	7) Review/Assignments and Rubrics (11:26)	
2) The Learning-Focused Tool Box (5:31)	8) Extending and Refining Lessons (7:41)	
3) Opening or Activating Strategies (5:08)	9) Culminating Activities (7:55)	
4) Teaching Activities (13:53)	10) The Learning Pyramid (2:34)	
5) Distributed Guided Practice (6:19)	11) Other Concerns of the Learning-Focused School (4:18)	
6) Closure Strategies (6:08)		
Legacy: Managing Change (58 min)		Michael Fullan and John Champlin
1) Introduction / Dynamics of Change (5:50)	5) Introduction / Innovation Plan (2:46)	
2) The Change Process / Initiation (6:38)	6) Isolation Fragmentation (15:03)	
3) Implementation (9:56)	7) Training, Support, and Renewal (10:50)	
4) Institutionalization (6:56)		

Legacy: Middle School Block Scheduling (72 min)**Michael Rettig & Robert Lynn Canady**

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|---|---|
| 1) Introduction / Need for Block Scheduling (13:04) | 5) Teaching in the Extended Class Period (8:57) |
| 2) Key Issues of Block Scheduling (8:24) | 6) Teacher Teaming (8:43) |
| 3) Block Schedules (12:41) | 7) The 50-50-50-30 School Calendar (10:20) |
| 4) Introduction / Build a Block Schedule (10:09) | |

Legacy: Motivation for All Students (60 min)**Raymond Wlodkowski and
Margery Ginsberg**

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|---|--|
| 1) Introduction (3:07) | 5) Collaboration / Cooperative Learning (3:55) |
| 2) Culturally Responsive Teaching (15:41) | 6) Developing Attitude (5:35) |
| 3) Norms, Procedures, and Structures (9:45) | 7) Projects / Multiple Intelligences (4:00) |
| 4) Introduction / Scaffolding (4:41) | 8) Enhancing Meaning / Relevant Assessment (13:25) |

Legacy: Positive Discipline (85 min)**Jane Nelsen**

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|--|---|
| 1) Introduction (4:36) | 6) Introduction / Class Meetings (7:58) |
| 2) "Caring Attitudes and Skills" (6:01) | 7) The Eight Building Blocks: Part I (12:40) |
| 3) The Significant Seven (11:08) | 8) The Eight Building Blocks: Part II (16:39) |
| 4) Barriers and Builders (9:19) | 9) Six Reasons why Class Meetings Fail (3:26) |
| 5) Introduction to Class Meetings (3:16) | 10) Format for Class Meetings (9:28) |

Legacy: Principals: Leaders of Change (65 min)**Terrence E. Deal and Kent D. Peterson**

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|--|---|
| 1) Introduction (1:54) | 7) Understanding and Building a Culture/Norms (8:04) |
| 2) Four Perceptual Lenses (8:59) | 8) Beliefs (3:56) |
| 3) Leadership as Gift Giving (5:31) | 9) Definitions of Success (4:30) |
| 4) Paradox: Is the Principal a Manager? (7:00) | 10) Cultural Network/Traditions/Ceremonies/Rituals (5:09) |
| 5) Paradox: Is the Principal a Leader? (7:19) | 11) Students Should Be the Focus of Change (5:12) |
| 6) Introduction (1:52) | 12) Fostering Teacher Empowerment (6:09) |

Legacy: Reading in the Early Years (154 min)**Margaret Mooney**

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|--|--|
| 1) Introduction (3:48) | 25) Classroom Example of Teaching Writing in September (14:37) |
| 2) Beliefs to Help Children Become Literate (1:58) | 26) Same Classroom Example in January (8:16) |
| 3) First Belief (3:56) | 27) Same Classroom in April (7:00) |
| 4) Second Belief (4:55) | |
| 5) Third Belief (2:58) | |
| 6) Fourth Belief (4:58) | |
| 7) Fifth Belief (3:34) | |
| 8) Classroom Example in October (17:26) | |
| 9) Same Classroom Example in April (8:54) | |
| 10) Introduction (1:01) | |
| 11) Essential Skills for Reading (5:43) | |
| 12) Questioning (3:14) | |
| 13) Classroom Practices and Routines (7:45) | |
| 14) Shared Reading (3:49) | |
| 15) Guided Reading (1:21) | |
| 16) Independent Reading (1:30) | |
| 17) Other Classroom Practices (2:24) | |
| 18) Assessment (4:43) | |
| 19) Same Classroom Example in October (10:41) | |
| 20) Same Classroom Example in April (9:04) | |
| 21) Introduction (3:30) | |
| 22) Shared Writing (3:24) | |
| 23) Independent Writing (5:49) | |
| 24) Reading Logs (2:52) | |



Legacy: Standards that Work (82 min)		Douglas B. Reeves
1) Introduction/Definition of Standard (7:22)	6) Introduction/Implementing Standards (6:43)	
2) Academic Content Standards (1:30)	7) District Level (11:36)	
3) Benchmarks (9:53)	8) The Role of the Principal (10:56)	
4) Scoring Guides (8:35)	9) The Role of the Classroom Teacher (15:02)	
5) Standards vs. Norms (7:58)	10) The Community and Standards (2:19)	
Legacy: Success for “Low Yield” Students (68 min)		Judson Hixson, Ernestine Riggs, and Cheryl Gholar
1) Introduction / The LOW YIELD Student (5:26)	5) Support Systems for Everyone (4:39)	
2) Ingredients for High Impact Schools (7:36)	6) Introduction / Holistic Teaching (15:48)	
3) Belonging, Safety, and Participation (12:57)	7) Core Processes (16:42)	
4) Teaching and Learning that is Authentic (5:11)		
Legacy: Teaching Intelligent Behaviors (100 min)		Arthur L. Costa
1) Program Introduction (7:36)	5) Review of Intelligent Behaviors (2:02)	
2) Persistence/Impulsivity/Listening/Flexibility (13:14)	6) Application of Intelligent Behaviors in the School (13:07)	
3) Metacognition/Accuracy/Questioning Past Knowledge (18:45)	7) Problem Solving with Intelligent Behaviors (16:26)	
4) Clarity/The Senses/CreativityRisk Taking Curiosity (13:27)	8) More Problem Solving with Intelligent Behaviors (15:58)	
Legacy: Teaching in the Block (118 min)		Phyllis Hotchkiss & Skilled Secondary Teachers
1) Introduction/Framework for Planning (10:58)	9) Other Social Studies Class Examples (10:40)	
2) Practical Teacher Adaptations to the Block (5:14)	10) Review/Example of Math Class Activity (11:13)	
3) Complete Example of a High School Block Class (6:05)	11) Variation of Math Activity (3:37)	
4) Paideia Seminar (10:59)	12) Class with Effective Concept and Homework Review (5:48)	
5) Review/Example from an English Class (11:16)	13) Presentation of New Material in Same Class (8:53)	
6) Other English Class Examples (9:56)	14) Examples from Science Classes (7:23)	
7) Examples from Social Studies Classes (3:42)	15) Other Science Class Examples (7:04)	
8) A Teacher’s Simple Five Step Planning Process (5:10)		
Legacy: The Technology-Infused Classroom - Elementary (67 min)		Nancy Sulla
1) Introduction / Technology Infusion (9:26)	5) Technology Hierarchy: Part II (11:05)	
2) The Learner-Active Classroom (9:34)	6) Technology Classroom Management (6:16)	
3) Problem-Based Learning (13:36)	7) Assessing the Use of Technology (7:18)	
4) Technology Hierarchy: Part I (9:53)		
Legacy: The Technology-Infused Classroom - Middle School (65 min)		Nancy Sulla
1) Introduction / Technology Infusion (9:48)	5) Technology Hierarchy: Part II (13:24)	
2) The Learner-Active Classroom (9:31)	6) Technology Classroom Management (6:50)	
3) Problem-Based Learning (12:03)	7) Assessing the Use of Technology (5:38)	
4) Technology Hierarchy: Part I (7:48)		
Legacy: The Technology-Infused Classroom - High School (76 min)		Nancy Sulla
1) Introduction / Technology Infusion (9:57)	5) Technology Hierarchy: Part II (15:59)	
2) The Learner-Active Classroom (10:56)	6) Technology Classroom Management (7:42)	
3) Problem-Based Learning (17:37)	7) Assessing the Use of Technology (6:39)	
4) Technology Hierarchy: Part I (7:37)		
Legacy: What’s Worth Fighting for in Education (147 min)		Michael Fullan & Andy Hargreaves
1) Introduction to What’s Worth Fighting For? (3:12)	9) The Modern Context of Schools (9:40)	
2) Understanding the Change Process (6:07)	10) Going Deeper: Purpose, Passion, and Emotion (5:31)	
3) The Nature and Impact of Collaborative Cultures (11:26)	11) Going Deeper: Hope (7:37)	
4) Strategies to Develop Collaborative Cultures (12:43)	12) Going Wider: Engaging External Forces (16:24)	
5) Principals - Guidelines for Individual Action (10:47)	13) Teachers Getting Out There (11:19)	
6) Principals - Guidelines for Dealing With Staff (12:50)	14) Principals Getting Out There (11:41)	
7) Moving Forward to Recreate the Schools We Need (14:29)	15) Life Lines of Hope (10:51)	
8) Introduction (2:03)		

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Town Hall Los Angeles 7-14-2009 (138 min)

- 1) Session 1 (44:24)
- 2) Session 2 (44:19)

- 3) Session 3 (19:54)
- 4) Session 4 (29:13)

